



**Watch School  
Proposal Review - Site Summary**

**Reviews for: Fulton College Prep**

	Reviewer	Recommended?	Comments
<p><b><u>WATCH SCHOOL:</u> Fulton College Prep</b></p>	Reviewer A	YES	<p>I recommend this proposal on the condition that the sections of the proposal receiving a score of “developing” be reviewed and that concerns or questions raised in those and other sections be appropriately addressed in a revised school proposal. Many of the proposed strategies are quite effective: students passporing across academies and SLCs to access general academic electives in grades 6-12 and Advanced Placement (AP) courses in grades 9-12; an optional 7th period class added to the school day to provide both intervention classes and elective classes in all grade levels; 6th grade students being introduced to school-wide instructional strategies beginning with Cornell Notes (a systematic format for condensing and organizing notes and aligned to Marzano’s note taking and summarizing effective instructional strategy); seventh grade students participating in elective courses and in the Cadet Corps program; the Choices Preparatory Academy for Grades 8 and 9; Small Learning Communities in grades 10-12 with an instructional emphasis on (1) rigorous interdisciplinary, cross-cultural instruction in English, mathematics, science, history, and foreign language courses to prepare students for college or employment RFCP February 2012; (2) enrichment and intervention in literacy and mathematics to prepare students for academic advancement and employment; (3) demanding progression of technology that provides practical knowledge and skills, preparing students for high-skill, high-wage employment; (4) work-based learning opportunities for 11th and 12th grade students with service learning (job shadowing, externships, and internships that complement classroom instruction and connect learning to the workplace); (5) Academic, college, and career counseling to meet the needs of all students at RFCP; student participation in Public Service Projects: Individual Community Service Project (15 hrs.), If I Could Change the World/My Community Project, Health and Science Projects: Independent Project, Independent Project Internship. However, the many "Developing" scores should be addressed prior to final approval.</p>
	Reviewer B	YES	<p>Applicant identifies with the needs of the students it serves and developed an innovative plan that incorporates college preparation as well identified interest in connecting with global success through linked learning. This innovative approach allows the students to identify their own pathways and choices.</p>
	Reviewer C	YES	<p>None.</p>
	Reviewer D	NO	<p>I do not recommend the following applicant team to operate on the Robert Fulton College Prep (RFCP) because the amount of instructional initiatives, strategies and components proposed in the instructional plan are monumental in nature and number with no mention of a strategic plan (timeline, budgetary concerns, trained personnel to lead PD) to support and operationalize the instructional initiatives, strategies and components written into the plan. The RFCP plan lacks a clear set of policies that establish an operational framework for management that permits accountability. While RFCP discusses their student achievement data, the data presented is ambiguous and not aligned to the plan instructional initiatives, strategies or components in a meaningful way. There is</p>

		<p>no evidence of using data to use the results from system designed and/or adopted assessment to adjust, improve, or terminate ineffective practices or programs. There is no evidence of a vehicle to examine how well specific instructional plan initiatives, strategies, or components will actually produce desired learner outcomes.</p> <p>Concerns: It appears that RFCP is throwing the “baby out with the bath water”. There was no mention that any instructional initiative, strategy or component that was already in place at RFCP had been evaluated to see if there was any positive impact on student achievement. Also, many of the instructional initiatives, strategies, program elements and components, scheduling changes and cultural changes were not listed as part of their professional development plan (i.e., teaching in the block; SIOP training to address 6+ year non-redesignated ESL students; cross curricular lesson development and project based learning training to be implemented in their redesigned structure of academies and SLCs; and only using 5 of the 9 Marzano’s instructional strategies with no professional development related to use of instructional strategies in lesson planning or unit planning; no PD on how to use data to inform instruction). There was constant mention of “Good First Teaching” with no mention of what criteria that entailed or how that would be measured, supported or evaluated. Many of the instructional initiatives, strategies and components mentioned in the plan are based upon the approval of the RFCP’s requested waivers. If a waiver(s) is (are) not approved, there is no mention of a plan B to still ensure instructional initiatives, strategies, or components can and will be implemented. All instructional initiatives, strategies and components inherently require the development of strategic, coherent, on-going professional development with time for reflection, evaluation of impact on student achievement, and time to make needed adjustments. Nowhere in the entire plan or appendix was any of this addressed. There was no mention of a planned series of interventions that have raised student performance levels over time and maintained those levels with the same cost parameters as in the past. There is no mention of a plan to design and implement a data base to compare the strengths and weaknesses of various programs and program alternatives as well as to engage in equity analysis of programs on how they impact student achievement for all identified student groups. While instructional initiatives, strategies and components may seem appropriate, they are unrealistic and not based on data derived from student achievement or identified student needs.</p>
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